

# **Ex-post evaluation of Erasmus Mundus**

## Case Studies

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ECOTEC

► Rue Joseph II 9  
6th Floor  
B-1000  
Brussels  
Belgium

**T +32 2 743 89 49**  
**F +32 2 732 71 11**  
**[www.ecotec.com](http://www.ecotec.com)**

# List of case studies

PAGE

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1.0	MSc EF - Master of Science in European Forestry.....	1
2.0	MEEES - Masters in Earthquake Engineering & Engineering Seismology.....	18
3.0	EMCL - European Masters Clinical Linguistics .....	32
4.0	SpaceMaster - Joint European Master in Space Science and Technology .....	44
5.0	EMMAPA - Erasmus Mundus Master in Adapted Physical Activity .....	60
6.0	EMM-Nano - Erasmus Mundus Master of Nanoscience and Nanotechnology....	73
7.0	AGRIS MUNDUS – Sustainable Development in Agriculture.....	86
8.0	EURO CULTURE.....	104
9.0	MONABIPHOT - Molecular nano- and bio-photonics for telecommunications and biotechnologies .....	119
10.0	MUNDUS MAPP - Erasmus Mundus Master's in Public Policy.....	130
11.0	GEMMA: Master's Degree in Women's and Gender Studies .....	150
12.0	IMESS: International Masters in Economy, State and Society .....	172

## 0.0 Common contents to case study reports

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### 0.1 Outputs

#### 0.1.1 The course

- **Overview of syllabus and mobility paths proposed to students**
- **Brief overview of teaching approach including number of teaching staff deployed**
- **Qualifications awarded**

#### 0.1.2 The students

#### 0.1.3 Action 2 Scholars

#### 0.1.4 Action 3 Partnership (if applicable)

### 0.2 Results

#### 0.2.1 The course – relevant, high quality, with a European dimension?

- ***Is the curriculum well structured and integrated?***
- ***Is the content of the course "cutting edge" and how does it compare to other similar courses in Europe and beyond? (consider how many other similar courses exist).***
- ***What Quality Assurance mechanisms are used to ensure a) the quality of the course content (ie content of individual modules / components of the course) and b) the overall coherence of the curriculum (how the different elements fit together)?***
- ***Has the course been able to deploy the most appropriate teaching staff?***
- ***How do students perceive the quality and organisation of the course?***
- ***Has the course been able to provide suitable academic facilities (equipment / labs / libraries / computing facilities etc)? [evidence comes mainly from students]***
- ***Does the course offer internships or other mechanisms to allow students to gain work experience?***
- ***Has the course been able to provide suitable non-academic support after selection (visas / housing / social aspects)?***

#### 0.2.2 Excellent students?

- ***Evidence on qualifications of students accepted onto course***
- ***Do course leaders and teachers believe the students attracted are of high quality? (including compared to the average standard in their department)***

#### 0.2.3 The visiting scholars (academics)

- ***Are they of high quality?***
- ***What did they contribute to the EMMC during their stay?***

0.2.4 Partnerships with third countries (if applicable)

- ***What do the consortium institutions perceive to be the benefit of the partnership?***
- ***What do the third country institutions perceive to be the benefit of the partnership? (Structured cooperation?)***
- ***What do those who have participated in outgoing mobility perceive to be the benefits of their mobility periods?***

**0.3 Impact – "additionality" and wider effects**

0.3.1 Impacts on Higher Education institutions – supply and demand

- ***Does the course provide something new, which would not have been provided if the programme had not existed?***
- ***Has the experience of the course had wider impacts on the departments and institutions concerned (e.g. on other courses and provision, on quality procedures etc)?***
- ***Has the programme made the departments more "internationally oriented"?***

0.3.2 Impacts on students and scholars

- ***Perceived added value on future prospects of students and scholars (perceptions of students and scholars principally)***

0.3.3 Policy impact and contribution to EU strategic goals

- ***Impact, if any, on comparability and recognition of qualifications within Europe (Bologna principles)***

**0.4 Implementation issues**

0.4.1 Main issues linked to implementation

- ***List and analyse the main difficulties and barriers encountered which have influenced the ability of course leaders to achieve their objectives and the extent to which these have been overcome***

0.4.2 Financial support

- ***Include consideration of the adequacy of the financial support provided by the programme in relation to objectives. (funding to course, level of scholarships, funding for third country partnerships if relevant)***

## **0.5 Added value and perceived relevance of Erasmus Mundus**

### **0.5.1 "Added value"**

- ***What has the EMMC brought the universities involved that they would not have been available to achieve / obtain without it?***
- ***What has the EMMC offered students and scholars and to what extent has the EMMC provided something that they could not have achieved elsewhere / on another course?***
- ***What has the EMMC / Action 3 partnership combination offered the third country institutions involved?***

### **0.5.2 "Relevance"**

- ***Has the programme overall allowed the institutions concerned to a) improve / expand the quality of their offer and b) attract additional talented students and scholars (based on findings above)***
- ***To what extent has this allowed the institutions concerned to address what they perceived as their real needs?***

## 11.0 GEMMA: Master's Degree in Women's and Gender Studies

<b>Course title</b>	<b>GEMMA – Erasmus Mundus Masters Degree in Women's and Gender Studies</b>
<b>Coordinating institution</b>	University of Granada (Spain)
<b>Partner institutions</b>	University of Bologna (Italy) Central European University of Budapest (Hungary) University of Hull (United Kingdom) ISH Graduate School of Humanities, Ljubljana (Slovenia) University of Lodz (Poland) University of Oviedo (Spain) University of Utrecht (Netherlands)
<b>Start date</b>	Academic Year 2007-2008 (first cohort started 09/2007)
<b>Course length</b>	24 months (120 ECTS)
<b>Course objectives and content</b>	GEMMA is a joint multidisciplinary programme which aims to bring together different approaches to feminism from 7 European countries. The course is structured with a core component taught at all consortium universities (Feminist History, Feminist Theory and Feminist Methodology) plus a wide variety of modules offered at the partner institutions. Students are able to start their academic year at any of the consortium institutions and normally spend 3 semesters at the 'home' university (first university attended) and one semester mobility period at another university of the consortium ('partner' university or second university attended).
<b>Target student cohort</b>	GEMMA aims to provide academic education and professional competencies for students wanting to conduct further research or intending to work in the areas of women's studies, gender studies and equal opportunities.
<b>Training paths</b>	A mobility period is conducted during the 3 <sup>rd</sup> semester at a partner institution, depending on the choices and areas within Women's Studies and Gender students work upon. There are currently 40 different mobility paths among consortium members available for GEMMA students which involve one home and one partner institutions.
<b>Degree awarded</b>	Students will be awarded double degrees from the two universities (home and partner institutions) where they have undertaken the studies. These degrees are fully recognised by all eight consortium members.
<b>Action 3 partnerships</b>	In the framework of Action 3, the GEMMA Consortium through GEMMA World has established partnerships with 5 institutions from the US, Mexico, Argentina and Dominican Republic.

## 11.1 Outputs

### 11.1.1 The course

- **Overview of syllabus and mobility paths proposed to students**

The programme is structured over two academic years (120 ECTS), including:

- Core component – 1<sup>st</sup> semester: it includes 30 ECTS taken at the 'home' university (first university attended) and organised around the same three modules at all consortium universities (Feminist History, Feminist Theory; Feminist Methodology)
- Electives / Practice / Specialisation: Students choose the area within Women's and Gender Studies they would like to focus on. This counts for 60 ECTS divided into:
  - Elective cluster A: 30 ECTS at home university (2<sup>nd</sup> semester)
  - Elective cluster B: 30 ECTS at partner university (3<sup>rd</sup> semester)
- Masters thesis: Students will write a MA thesis on any topic of their interest and under the supervision of faculty from the home or partner university (30 ECTS during the 4<sup>th</sup> semester)

The large size of the consortium has allowed GEMMA to combine a diverse offer of optional courses, creating almost an *à la carte* programme that ranges from Women's literature (Bologna) to Gender in politics (Granada, Budapest) or Gender issues in development (Hull) among a wide variety of modules. Very specific and tailored courses, such as Gender and Archaeology (Granada), Reproductive Psychology (Lodz) or Gender and Religion, to name a few, are also on offer. The language of tuition is mainly English, with some courses taught in Spanish and Italian in the respective countries.

The following mobility path combinations are proposed:

**Figure 111.1: GEMMA mobility path combinations**

	GRANADA	BOLONIA	BUDAPEST	HULL	LODZ	LJUBLJANA	OVIEDO	UTRECHT
GRANADA	...	X	X	X	X	X		X
BOLONIA	X	...		X			X	X
BUDAPEST	X		...		X		X	X
HULL	X	X	X	...			X	X
LODZ	X		X	X	...	X	X	X
LJUBLJANA	X			X		...		X
OVIEDO	...	X	X	X	X		...	X
UTRECHT	X	X	X	X	X	X	X	...

Source: GEMMA's official Masters Programme Guide



- **Brief overview of teaching approach including number of teaching staff deployed**

The total number of core teachers devoted to GEMMA is 39. However, the total teaching population is distributed in the following way:

**Table 11.1: Number of teaching staff deployed**

University	Number of teachers involved in GEMMA
University of Granada	20
University of Bologna	10
Central European University of Budapest	9 full time faculty + 11 associated professors
Ljubljana Graduate School of Humanities	11
University of Hull	20
University of Lodz	17
University of Oviedo	18
University of Utrecht	10
Total teaching population	126

Therefore, about 126 teachers from the 8 members of the consortium provide tuition. They are experienced professors (senior lecturers and senior researchers) with a solid academic background and long experience in international cooperation. They appear to be complementary in their specialisation.

- **Qualifications awarded**

Students will receive two degrees according to the two universities chosen following the mobility combination specified. The degrees are validated by the whole consortium (degrees are recognised by all partners and have the approval of all legal representatives of the consortium institutions). All students (whether European or Third Country nationals) receive the same degree title, the Erasmus Mundus Masters Degree in Women's and Gender Studies (all institutions have approved a degree with this title in their own systems). Each partner institution can award a degree upon the completion of the programme, either as 'home' (first attended university) or 'partner' (institution where the mobility period takes place) university. It is the intention of the GEMMA consortium to move towards joint degrees in the near future, however the coordinating institution is aware of the legal obstacles that must be overcome to achieve this aim.

All consortium institutions offer a Diploma Supplement giving complete information on the seven different national grading systems and their equivalences in ECTS.

No degrees or Diploma Supplements have been awarded so far. However, there have been consortium meetings and contact with the respective National Structures in order to avoid problems during future implementation.

## 11.1.2 The students

**Table 11.2: Applications, candidates selected, students starting and graduations**

		2007-2009	2008-2010	2009-2011
Applications	Non-EU	165	269	200
	EU			
	<b>TOTAL</b>			
Admitted candidates	Non-EU	20	26	
	EU	24	17	
	<b>TOTAL</b>	<b>44</b>	<b>43</b>	
Students <i>starting</i> course	EM scholarship	20	21	
	Other non-EU	0	5*	
	EU	24	17	
	<b>TOTAL</b>	<b>44</b>	<b>43</b>	
Students <i>graduating</i>	EM scholarship			
	Other non-EU			
	EU			
	<b>TOTAL</b>			
		No drop-outs	No drop-outs	

\* From these 5 students, 2 are scholarship holders from the Ford Foundation, 1 has received a grant from the Spanish Ministry of Education, 1 has received a scholarship from Thailand's government and 1 student has no external support or grant.

As the above figures show, the programme has been competitive and the consortium considers the number of applicants 'very satisfactory'. The number of Third Country applicants increased significantly from 2007 to 2008 (which shows the effectiveness of the initial promotion efforts) but slightly decreased in 2009. Although this outcome is positive, some partner institutions that receive fewer applications as home universities (i.e. Lodz, Ljubljana) recognise that a special effort must be made on their part to attract more candidates.

The consortium selected 44 students in 2007 and 43 students in 2008, roughly half the desired number of students stated in the Application submitted to EACEA under Action 1 in 2006: 90 students<sup>35</sup>. From these 90, 54 places were meant to be for EU students but only 24 (in 2007) and 17 (in 2008) have been filled.

The consortium aimed to attract 36 Third Country students per year. In practice, they attracted 20 in 2007 and 26 in 2008. Taking into account the significant number of Third Country applicants, it

<sup>35</sup> This is based on the assumption that the consortium considers 90 students as the target for each edition of the course (each student cohort) and not for the total number of students enrolled in a year (which would comprise 2 editions of the course – in the 2008/09 academic year, 87 students from 2 editions (2007-09 and 2008-2010) were enrolled in GEMMA, which would be close to the '90 students-target').

seems that Third Country students are only willing to study on the course if they receive the Erasmus Mundus grant or some other form of funding (so far, only one Third Country student has participated in the course on a self-financing basis). Although it may seem contradictory with the set targets, the consortium seems reluctant to accept any additional Third Country student than those granted an EM scholarship (the fewer the selected students, the higher the quality of the cohort is meant to be).

The students are drawn from 31 different countries (Australia, US, Canada, Spain, France, Poland, Netherlands, Italy, Slovenia, Romania, Albania, Serbia, Croatia, Russia, Iceland, Colombia, Argentina, Brazil, Peru, Uruguay, Mexico, Cuba, Philippines, China, Malaysia, Thailand, Taiwan, Bangladesh, Pakistan, Cameroon and Ethiopia).

There is not a balanced distribution of male and female students, with the vast majority of students being female: taking into account the 2007-09 and 2008-10 editions, 93% of students (81 students out of a total of 87) are women. The presence of male students is reduced to the first cohort of GEMMA students, with 6 male participants. This can be attributed to the subject area of the EM course.

### 11.1.3 The scholars

According to the programme coordinator, 7 scholars have visited GEMMA partner institutions so far. Of the seven scholars who have participated in the course to date, two came from Argentina and one from each of the following countries: Serbia, Peru, Thailand, Georgia and Morocco. All of them were female.

Based on the budget available, the GEMMA consortium can select up to 4 scholars per edition for a period of 3 months each. During the first edition of GEMMA (2007-09) the consortium chose 3 scholars. 4 scholars were selected in 2008. However, one of the scholars selected in 2007 was not able to carry out her mobility period in 2007 at the University of Hull and is currently participating in the programme during the 2008-09 academic session. This means there are currently 5 scholars participating in the development of the GEMMA programme during the 2008-09 academic year.

Although the number of scholars for such a big consortium could be much higher and applications have not increased from 2008 to 2009 (with only 12 applications received<sup>36</sup>), the consortium appears to be very satisfied with the quality of applicants (the first selected scholar for the 3<sup>rd</sup> edition received 98.5 points out of 100).

Regarding the scholars' host institution under Action 2, Granada is the main destination for visiting scholars. Half of the visiting scholars have spent their mobility at the coordinating institution.

<sup>36</sup> The consortium received 12 applications each year in 2008 and 2009. However, this number is higher than the number of applications received in 2007 (8 applicants).

#### 11.1.4 Action 3 partnerships

In the framework of Action 3, the GEMMA consortium has established partnerships with five prominent third country Women's / Gender Studies centres, forming GEMMA World – the extension of the GEMMA EMMC to non-European contexts. The Third Country university partners under GEMMA world are the following:

- University of Buenos Aires (Argentina)
- Florida International University (USA)
- National Autonomous University of Mexico (UNAM, Mexico)
- Rutgers, The State University of New Jersey, (USA)
- Technological Institute of Santo Domingo (Dominican Republic)

GEMMA World gives the opportunity to GEMMA European students to visit non-European Research and Higher Education Institutions where either English or Spanish (two of the masters' official languages) are spoken.

Up to 23 European students per year, selected on a competitive basis, are able to receive a scholarship to spend a short research or study period in one of the above-mentioned institutions for a period of up to 3 months. The scholarship amount EU students receive is up to €3,100.

Three students of the first GEMMA edition are already taking courses at Rutgers (USA) while seven more students have applied for research visits in 2009 in Buenos Aires, UNAM (Mexico) and Florida International University (USA). In the first case, the novelty of the programme and the lack of promotional efforts explain, according to the main coordinator, little participation in Action 3 partnerships (only 3 out of 23 EU students took part of the experience) during 2008. In the second edition of the programme, 7 EU students (out of 17) did apply for the 2009 research visits. Therefore, it seems that the more the Action 3 is known through promotional techniques and the more established the partnership is, the more attractive Action 3 is.

## 11.2 Results

### 11.2.1 The course – relevant, high quality, with a European dimension?

- ***Is the curriculum well structured and integrated?***

According to the coordinator of the programme, GEMMA's curriculum has been specifically designed for Erasmus Mundus and is taught as a fully integrated cross-partner programme. The coherence of the curriculum is exemplified in the Cooperation Agreement signed by all partner institutions (approved during the first half of 2009). **The Agreement considers GEMMA as an 'integrated course'** including a compulsory first semester common to all partner universities (with Feminist History, Feminist Theory and Feminist Methodologies). In the second and third semesters, each institution offers various elective courses to students depending on their respective expertise. The fourth semester is devoted to the preparation and submission of the thesis either at the home or mobility institution.

- ***Is the content of the course "cutting edge" and how does it compare to other similar courses in Europe and beyond? (consider how many other similar courses exist).***

There are no other courses in the EU offering a comparable curriculum. The most prestigious universities in Europe in the field of gender studies have been brought together to create GEMMA, based on their already existing research and thematic networks in the field. No other masters course is able to compete with the possibility of choosing to study in eight partner universities (apart from the added value for EU students brought in by Action 3 mobility periods).

An important way in which the teaching content of the programme initially proposed has been adapted to the recent developments in the field of Women's and Gender Studies is the participation of professors from prestigious universities which are not members of the consortium. They have been invited to give lectures on the topics of their specialisation within the core courses of the masters. Collaboration from prestigious lecturers from other institutions has been possible thanks to the additional subsidies received from governmental institutions (Spanish national and regional authorities) and has been positively evaluated by students.

- ***What Quality Assurance mechanisms are used to ensure a) the quality of the course content (i.e. content of individual modules / components of the course) and b) the overall coherence of the curriculum (how the different elements fit together)?***

The national Quality Evaluation Agencies have assessed consortium institutions in their respective countries. At the level of each partner institution, specific quality assessment procedures for postgraduate programmes are implemented. The coordinators place special emphasis on the evaluation of the courses by students. These evaluations are done anonymously, in writing, on special evaluation forms that are distributed after each course is terminated. The outcome of these evaluations is discussed at the level of each department/centre involved and reported to the consortium at the GEMMA Steering Committee (composed by the coordinators from all institutions) meetings.

Furthermore, each institution organises meetings between students and coordinators to evaluate the development of the programme, discuss possible problems and adopt convenient solutions at the level of each institution.

Regarding the overall coherence of the curriculum, the Cooperation Agreement provides that the GEMMA Steering Committee will facilitate cross-institutional consistency (comparability in terms of standards, learning experiences and further strengthening of the partnership among the institutions).

Considering the overall quality of the course, evaluation processes have been developed at regional and national level at the coordinating institution. Both Spanish regional and national quality assessment bodies have granted GEMMA the recognition of 'Official Masters Programme'.

The main coordinator of the Programme, has also visited all partner institutions to ensure the smooth organisation and running of the course at all consortium universities.

- ***How have quality procedures from the host institutions been adapted / integrated into the EMMC?***

During the first two editions of the programme, integrated quality procedures were not in place. Separate quality assessments at each partner institution were applied and reported to the Steering Committee. However, with the entry into force of the Cooperation Agreement<sup>37</sup>, common quality guidelines have been agreed at consortium level and will be implemented in the near future. The set of detailed guidelines was proposed by the University of Hull, following the standards of British universities and the UK Quality Assurance Agency. With the Agreement, these guidelines will be implemented to all consortium partners.

- ***Has the course been able to deploy the most appropriate teaching staff?***

According to results from the ECOTEC online survey to coordinators and partners, GEMMA partners have assigned the highest quality staff from the relevant disciplines to deliver the EMMC across the institutions. Teachers include some of the most recognised European figures in gender and women's studies, being famous in the field for their contribution to the advancement of feminist theories and the construction of contemporary feminism. Their professional record can be summarised in the positions of responsibility they occupy (chairs of European associations, international or national networks, directors of women's centres, etc.). They are all senior lecturers or senior researchers.

Moreover, the GEMMA consortium has invited famous and renowned senior professors from non-EU universities to teach some lectures in the course.

- ***How do students perceive the quality and organisation of the course?***

The GEMMA consortium has not yet undertaken a common evaluation concerning all GEMMA students and their opinions on the quality of the course<sup>38</sup>. However, the focus group highlighted some perceptions from students concerning the following issues:

1. Academic quality: The vast majority of students consider they are studying in very prestigious European universities, the top European ones in the field of Women's and Gender Studies. They also recognise that teaching staff are of a high quality academic standard and value very positively the fact that academics are well prepared for lectures. The quality of course modules and their organisation are also very well considered (it is worth noting that some courses are also taught at PhD level). The participation of renowned scholars from non-EU universities (in addition to Action 2 scholars), who give some lectures in the course regarding recent developments in the field or their specific expertise, is very well-valued by students as it is seen as a 'unique' opportunity to get in touch with these first-class academics.

2. Organisation / course structure: According to students' comments, courses are systemic and well organised. Course materials are also clear and modules are well scheduled to allow time for class

<sup>37</sup> The Common Agreement has already been signed and agreed by all partner institutions and will be applicable as from the 3<sup>rd</sup> edition of the programme (2009-2011).

<sup>38</sup> As mentioned before, the Common Agreement includes a set of quality guidelines common to all partner universities, which will provide comparable information/opinions across all institutions in the future.

preparation and further research. Students particularly valued the possibility of choosing from such a variety of:

- Institutions part of the consortium in which to study;
- Semester mobility periods (with the added value of Action 3 for EU students);
- Subjects in order to specialise in a particular field.

Moreover, they considered very positively the time schedule for thesis research, as it was seen as an 'adequate' time to write a proper masters thesis.

However, they also shared their concerns about the Eurocentric approach of the course and the need to increase perspectives from outside Europe (partially solved by the participation of Action 2 scholars and other visiting academics). Other concerns refer to the different teaching methods at partner institutions which create a destabilized effect among students, although they also consider this may help them in their professional and academic future due to the learning experience of interacting with different institutions and countries.

3. Administration: Organisation of payments (on a three-monthly basis rather than the proposed monthly payments by the EACEA) and, overall, the delay in payments made by the coordinating institution has caused a very bad impression among students (some of them received their grant 2 months after arriving in Europe) and has irritated some of the scholars (and, according to them, influenced on their research and contribution to the course). Students also complained regarding the lack of housing/accommodation support received from the University of Granada.

4. Social activities: GEMMA students are extremely involved in social and extra-curricular activities. They have taken part in different literature seminars; they have participated in a Feminist Cinema Festival organised (with others) by the GEMMA consortium; and students have also created a blog for the programme (one for each edition) containing academic discussions, information on events, students' pictures, etc. Students are very enthusiastic about these initiatives and see them as a complement to the pure academic activities of the programme.

- ***Has the course been able to provide suitable academic facilities (equipment / labs / libraries / computing facilities etc)?***

All GEMMA students (Third Country and European) at all partner universities have full access to all the standard university facilities (libraries, computer rooms, Wifi services, university sponsored dining services, sports facilities, etc). Additionally, free of charge language courses are offered at the coordinating institution.

The student focus group highlighted that facilities in Granada (university where the focus group took place) are of a high standard, with an extensive library (number of volumes) and number of computers available for students. Students' expectations on this aspect were completely met, and they recognised this as a great asset for studying in Europe (facilities at EU universities are more suitable than those available in their home countries). The University of Utrecht was also considered 'excellent' in terms of facilities offered to students.



However, two of the scholars interviewed were 'quite dissatisfied' with the facilities at the University of Granada, considering there are scarce resources offered by the university library to further expand their research<sup>39</sup>.

- ***Does the course offer internships or other mechanisms to allow students to gain work experience?***

The University of Granada and the University of Utrecht are the only two consortium institutions that make internships available for students. Both universities have agreements already signed with governmental bodies, local NGOs, foundations... for students to have a work placement in bodies related to the field of gender and/or equal opportunities. So far, the participation of students in internships is not recognised as an activity to obtain credits from.

- ***Has the course been able to provide suitable non-academic support after selection (visas / housing / social aspects)?***

Each partner institution has its own international relations office, responsible for welcoming and hosting foreign students and scholars. The reception of students includes support on various services related to housing, induction sessions, social events, language courses, etc.

During the group discussion, students stressed the differences in non-academic support received at the different consortium institutions, as some of them had already experienced a period in another partner institution.

- ***Housing facilities*** – They were rated 'very good' in Utrecht and Hull but Bologna and Granada were seen as not providing enough support on this aspect.
- ***Visa*** – Some students coming to Spain from the UK experienced visa problems that could be avoided if more information had been provided beforehand.
- ***Scholarship payments*** – Students (and scholars!) were very disappointed with the difficulties they experienced related to receipt of their grants. Some students received the first instalment of their EM grant two months after their arrival in Europe.

In short, although international offices exist in all partner institutions and all GEMMA students can rely on the University of Granada International Office (centralising, for instance, the payments and the management of grants), clear guidelines on visa, housing, payments, etc. are necessary for students well in advance their arrival in Europe<sup>40</sup>.

## 11.2.2 Excellent students?

- ***Evidence on qualifications of students accepted onto course***

<sup>39</sup> An evaluation of the Library Services at the University of Granada conducted by the Vice-Chancellery of Planning, Quality and Evaluation in 2004 showed that teaching staff at the University of Granada are very satisfied with the availability of books, research papers and journals at the library. The different research resources evaluated obtained scores of at least 4.5 points out of 5 (on a 1 to 5 scale, where 1 is 'completely dissatisfied' and 5 is 'completely satisfied'). The sample of the survey covered more than 3,500 teachers.

<sup>40</sup> Current students are creating new guidelines and a programme guide for prospective students.



Three sources of evidence are used to consider the excellence of students accepted onto the course:

1. The rigorous set of assessment criteria used among the partners and the GEMMA Steering Committee focused on the following weighting (0-100 scale):

- Academic excellence (0-50 points, according to the ECTS grading scale and previous students' marks)
- Prior knowledge and professional experience (0-15 points)
- Motivation (0-20 points)
- Knowledge of language of host institution (0-5 points)
- Social skills (0-5 points)
- Other (0-5 points)

Candidates are assessed by two different evaluators, from the two institutions in which the candidate would like to carry out their studies.

2. Scores obtained by all selected students: Students selected for the course have been considered as 'high quality' students by the consortium. The scores obtained during the selection process are considered as 'very satisfactory' by the consortium, with all selected students obtaining a score of at least 82% (in 2008) and 83.5% (in 2009), being these the scores of the last selected students.

It is worth mentioning that the two students selected under the Western Balkans and Turkey<sup>41</sup> Window obtained a significantly lower evaluation mark. For instance, in 2009, the two selected students obtained scores of 70.5% and 64%, far lower than the next lowest scoring selected student and the five students included in the reserve list (with scores ranging from 81.5% to 82.6%). Therefore, it is clear that, in the case of these two students, the consortium has prioritised the geographical origin of candidates (on the basis of criteria set by the programme) over the quality and excellence of students.

3. Information gathered from the focus group (eight students): Students are aware of the degree of competition to get onto the course and consider that this implies all their classmates are participating in EM because of their merits and qualifications.

- ***Do course leaders and teachers believe the students attracted are of high quality? (including compared to the average standard in their department)***

Both course leaders and teachers believe that the academic standard of both applicants and, more importantly, students are 'above average' standards in their respective departments.

Teachers believe that students provide a continuous stimulus for staff and reported that they enjoy teaching EM students and have found it a challenge as well as a pleasure. 'Students are mature,

<sup>41</sup> The GEMMA consortium considers Turkey as part of the Western Balkans Window, considering the existence of a Western Balkans and Turkey Window.

very motivated and intelligent'. Especially at the University of Granada, teaching staff consider EM students as **very qualified students with a solid academic and critical background to progress to PhD level.**

**Students are considered to have generally good social competences** (e.g. communication, cooperation) **as well as decision making skills** (e.g. dealing with situations in a confident and responsible way).

### 11.2.3 The visiting scholars (academics)

- ***Are they of high quality? (what were they doing before (teaching, research, publishing)?, how were they identified and selected?)***

Evidence on the quality of scholars is assured by three means:

1. A competitive and open recruitment procedure: All scholars go through a competitive recruitment procedure, which is responsibility of two different evaluators. Selection is based on the following criteria (0-100 scale):
  - Academic excellence including prominence in the field and publication report (0-50 points);
  - Professional experience: management/coordination skills and relationship between experience and GEMMA programme (0-15 points);
  - Visit / Research plan (0-20 points);
  - Knowledge of language at host institution (0-5 points);
  - Other (0-10 points).
2. CVs and previous work and academic experience of the selected: **All visiting scholars have previous experience in both teaching and research practices.** Moreover, six of the seven visiting scholars have more than five years' experience in the field of women's and gender studies and **all of them have had research papers published in peer-reviewed journals or reviews** in the last two years.
3. Evaluation from focus group students: **The academic level of visiting scholars involved in GEMMA is considered 'very high' by students** who participated in the evaluation focus group. Some of these students had had bilateral meetings with visiting scholars to discuss their masters thesis. **They also considered very valuable the fact that visiting scholars brought different perspectives into the course,** which complement the generally Eurocentric focus.

- ***What did they contribute to the EMMC during their stay?***

GEMMA visiting scholars have focused both on teaching elective courses (related to their specific expertise), as well as on their own research. However, the visiting scholars interviewed mentioned that the number of lectures and teaching hours available for them was insufficient to have a notably impact on students. The coordinating institution has not allowed visiting scholars to increase their teaching hours owing to the already busy schedule for lectures/courses for students.

**The presence of visiting scholars has contributed to exchange of experience** along two dimensions: among academic staff and researchers, and between visiting scholars and students. **Students have been able to obtain a sense of different (and non-European) perspectives** brought to Europe by the visiting scholars and benefit from the scholars' background and expertise. **Academic staff could**

learn from each other and share common research interests, familiarising themselves with literature and research conducted in other countries

#### 11.2.4 Partnerships with third countries

- ***What do the consortium institutions perceive to be the benefit of the partnership? (Structured cooperation?)***

The participation in Action 3 partnerships allows consortium institutions to establish a permanent (and structured) links with Third Country institutions (research networks and exchange of students and professors). It is worth mentioning that, although some previous research collaboration between A3 institutions and the consortium existed before GEMMA was established, Erasmus Mundus has allowed the consortium to build new relationships with non-European institutions.

Moreover, the possibility of participating in Action 3 is seen by the consortium as a marketing instrument to attract potential EU student candidates (as they can undertake mobility periods outside Europe). It is also seen as a very positive research experience abroad for EU students who want to continue their studies towards PhD level (some EU students participating in the focus groups wanted to continue studying at PhD level at consortium institutions and were looking forward to their A3 mobility period experience).

- ***What do the third country institutions perceive to be the benefit of the partnership? (Structured cooperation?)***

According to one of the scholars (s) Third Country institutions appear to value their participation in the programme. Apart from the institutional learning experience of being able to create and manage a partnership among universities from different countries (considered more difficult in Latin America, for instance), EM is also seen as a marketing tool. The participation in the programme benefits the institution in two ways. It assists them in attracting potential future students from Europe (mainly PhD students) and institutionalises research and collaboration channels with EU universities, while disseminating research findings and literature from the Action 3 institution to the European context.

Erasmus Mundus also opens new opportunities to foster exchange of students, professors and knowledge across the participants.

- ***What do those who have participated in outgoing mobility perceive to be the benefits of their mobility periods?***

EU students selected under Action 3 have the opportunity to spend up to 3 months at a Third Country institution. They benefit from the use of available resources and faculty expertise at the host institution for the preparation of their Masters Thesis<sup>42</sup>. Moreover, they are also able to gain a different perspective on gender issues and women's studies and to spend some time away from Europe in order to 'internationalise' their academic background. Action 3 students have considered their personal experience during this study period very valuable.

<sup>42</sup> Action 3 mobility periods normally take place during the 4th semester, as this is the time scheduled for the writing-up of the Masters Thesis.

## 11.3 Impact – "additionality" and wider effects

### 11.3.1 Impacts of Higher Education institutions – supply and demand

- ***Does the course provide something new, which would not have been provided if the programme had not existed?***

GEMMA is the result of bringing together all the consortium members' existing experience in postgraduate teaching. All partners had already run national Masters, Expert's and Doctoral programmes on Women's and Gender Studies for a number of years. However, they lacked a European dimension to their offer. GEMMA offers a unique masters programme, which brings together the relevant consortium university courses under the same umbrella, providing new mobility options with a wider range of choices between optional modules. This allows students to tailor the programme they follow to their own interests.

The level of cooperation between the eight consortium institutions in the implementation of a masters programme is also distinctively new. Bringing together eight universities for the creation of a new postgraduate programme with such a big consortium would have been extremely difficult without the framework provided by Erasmus Mundus. Indeed, GEMMA is the largest Erasmus Mundus consortium and the closer working relationships between the institutions involved has increased their cooperation activities, their research links, etc. Moreover, the added value of Action 2 scholars (both for students and the host institutions) and the possibility of Action 3 mobility for EU students would probably not have been possible without Erasmus Mundus.

- ***Has the experience of the course had wider impacts on the departments and institutions concerned (e.g. on other courses and provision, on quality procedures etc)?***

The evidence from the case study research suggests the experience of the course has had the following impacts:

1. Institutional changes: The University of Granada is participating in four Erasmus Mundus Masters Courses (two as a coordinating institution and two as a partner). This has involved a significant increase in workload. To be able to support this workload increase, the Postgraduate School has created a new International Unit, responsible for all administrative issues related to EM students from the moment of their selection until their graduation and the awarding of the degrees.
2. Common Agreement and quality procedures: All consortium universities have prepared a Common Agreement between all partners involved with the aim at regulating the implementation and management of the GEMMA programme. The Agreement includes common quality assessment procedures (universities previously had their own separate quality procedures). The agreement is considered as a good implementation practice by the EACEA<sup>43</sup>.
3. New courses and modules: New courses have been exclusively created for GEMMA with the cooperation of different departments at the coordinating institution. Moreover, some existing PhD level courses have been integrated into GEMMA.

<sup>43</sup> On the letter of acceptance of the 2008 Progress Report, the EACEA welcomed the preparation of a Common Agreement between all GEMMA partners, considering it as a good implementation practice to be maintained.

4. Change in teaching methodologies: The contribution of Third Country scholars have permitted to enhance the teaching environment and to introduce new ideas and methods more tailored to the specificities and needs of a multinational pool of students.
5. Increase in demand of PhD studies: The University of Granada has experienced an increase in the number of application for its PhD in Women's and Gender studies. A significant number of GEMMA students would like to progress to PhD level when they finish their masters course.
6. The Women's Research Institute in Granada has increased its research collaboration links with other institutions, mainly from Latin America.

- ***Has the programme made the departments more "internationally oriented"?***

All consortium universities have a long tradition in international relations, mainly focused on their long standing collaboration at European level in postgraduate training in Women's and Gender Studies through the ATHENA (Advanced Thematic Network in Activities in Women's Studies in Europe) and COTEPPRA (Comparative Studies: Theory and Practice) networks.

However, Erasmus Mundus has enhanced their internationalisation, bringing a non-European approach to the already strong European dimension. Erasmus Mundus has allowed them to reach a bigger pool of students from countries they did not receive applications from, therefore, increasing the internationalisation of their institutions. Moreover, they have established contacts with non-EU institutions in the field of research and academia.

In the case of the coordinating institution, Erasmus Mundus is seen as a 'golden opportunity' to address all three core objectives of the international strategy of the University of Granada:

- Increase the number of applications from Third Country nationals;
- Foster mobility at postgraduate level, both for students and professors, generating a win-win situation for both the sending and the host universities;
- Move forward towards the awarding of multiple degrees with other institutions (and prepare the path for future joint degrees).

Erasmus Mundus is seen as 'the programme' to implement the key objectives of the international strategy at the coordinating institution. Therefore, it is a means to achieve the ends and to increase even further the internationalisation of the University of Granada<sup>44</sup>.

- ***Has the number of third country students attending the department and university increased since the beginning of the EMMC?***

The Erasmus Mundus Programme provides an additional pool of students for the institutions involved. Although EM grants cover around 20 students per year and course, consortium partners consider this amount as 'significant' and state that the number of Third Country students in the departments of consortium universities has increased<sup>45</sup>. This point is also reinforced by opinions

<sup>44</sup> According to the Pro-Vice-Chancellor of International Relations at the University of Granada, the University of Granada is the main recipient of Socrates-Erasmus students at EU level (with around 2,200 students per year) and the first sending institution at Spanish level (about 2,000 per year) in the framework of the Socrates-Erasmus programme.

<sup>45</sup> Information is obtained from the ECOTEC online survey to coordinators and partners.

from the Postgraduate School representatives at the coordinating institution, who emphasise that the number of applications received from Third Country nationals to follow postgraduate studies (in addition to Erasmus Mundus Master Courses) is now much higher.

The visibility of the brand is seen as a key factor for attracting additional Third Country students, essentially in Granada, participating in 4 EMMCs.

### 11.3.2 Impacts on students and scholars

- **Perceived added value on future prospects of students**

GEMMA is seen to provide the necessary professional skills and competences for those working or intending to work in the areas of Women's Studies and Gender Studies across Europe. When finishing their Masters, students consider they are meant to have a substantial knowledge of different approaches to feminism and equal opportunities, allowing them to work in the public sector, Women's Institutes, related NGOs, etc. and increasing their chances to obtain a (better) job. Therefore, students consider their participation in GEMMA as a platform for future professional development. They emphasised the 'uniqueness' of the course and its differentiation compared to other 'typical' master courses (an added value for their professional future).

Moreover, GEMMA also provides a very strong conceptual and practical basis for those students who would like to progress to PhD level and continue their academic path after their Masters (four of the eight students who took part in the discussion group aim to progress to a PhD). Research links made by students at Action 1 and Action 3 institutions may also help both their future academic and professional development.

Regarding the impact on students' personal development, the sharing of experiences among people from different countries, as well as the appreciation of different ways of thinking brought in by students from different backgrounds is extremely valued. Students feel they acquired a more respectful and tolerant approach to coexistence among people and cultures (international understanding).

- **Perceived added value on future prospects of scholars**

For scholars, the greatest impact of the EM-supported mobility period is in career development. Although scholars are, on average, over 50 and already have relevant experience, the mobility period allows for an in-depth exchange of experiences and knowledge between students, scholars and institutions. Moreover, it allows them to share their research findings with staff at the host institution and to obtain access to new literature and topics not available in their country. The mobility period also increases networking opportunities with teaching staff and it is an open door for future collaborative research.

Moreover, participation in the EM programme appears to give scholars an opportunity to learn how to manage a partnership at the institutional level, how to obtain the necessary resources, etc. and adapt what is learnt to the scholars' institutions of origin. In short, a very valuable institutional learning process. This is possible, for instance, at the coordinating institution where scholars were



in direct and close contact with the main coordinator of GEMMA and while being also responsible for managing Action 3 partnerships at their home institutions.

Two of the scholars interviewed (both coming from a Latin American institution) also had the possibility to compare the EU academic and intellectual level of scholars to the one in Latin America. According to them, this appears to be similar.

### 11.3.3 Policy impact and contribution to EU strategic goals

- ***Impact, if any, on comparability and recognition of qualifications within Europe (Bologna principles)***

The Common Agreement agreed by all partner universities establishes that GEMMA students must acquire 120 ECTS credits, including the compulsory mobility period, at one of the consortium universities. Before the first edition of the programme, participating institutions agreed to award national diplomas on successful completion of the 120 ECTS. GEMMA is recognised and has the approval of all consortium universities, being officially recognised by all countries concerned. Students are awarded double degrees from the two universities (home and partner institutions) where they have undertaken the studies. The GEMMA consortium has also designed its own Diploma Supplement, giving complete information on the eight different national grading systems and their equivalence in ECTS.

In addition, the intention of the consortium is to move towards the awarding of a joint degree in the near future.

## 11.4 Implementation issues

**List and analyse the main difficulties and barriers encountered which have influenced the ability of course leaders to achieve their objectives and the extent to which these have been overcome**

### 11.4.1 Main implementation difficulties

- Difficulties experienced in the administrative process of enrolment of a high number of students at 8 different institutions, centralised at the coordinating institution (i.e.: time consuming process, the need to have one person dedicated solely to the monitoring of the enrolment and its changes);
- Delays due to the re-organisation of the International Relations Office following the election of a new Rector of the coordinating institution, the University of Granada. This affected the process of the Consortium Agreement negotiation, since the new University's government had to revise the text and introduced changes which delayed the whole process;
- Not enough resources for financing more frequent meetings of 8 coordinators;

- Payment of the scholarship grant: Both students and scholars complained about the delays in scholarship payments (in some cases, the payment was done 2 months after their arrival at the host institution). Moreover, there was resistance from students from the 2007-09 edition to change from a three-monthly payment schedule to a monthly payment schedule (as suggested by the EACEA in order to comply with EM financial rules). The Executive Agency agreed on maintaining the three-monthly payment, but only for the first cohort of students (2007-09);
- Visa problems: A student from Bangladesh arrived late at ISH due to problems at the Slovenian embassy in India; another student from Cameroon left Poland (University of Lodz) for Christmas and was refused re-entry. Both problems were solved with direct assistance of the coordinating institution and the EACEA;
- Fee waiver policy: According to the EACEA, the fee waiver policy for non European and European students applied by the consortium is not in line with Erasmus Mundus rules. The Executive Agency considers that, if a fee waiver is granted, it should be the same for the whole consortium and independent on the mobility track of the students<sup>46</sup>. Furthermore, it should be based on objective, non-discriminatory and transparent criteria<sup>47</sup>. For the first two editions, all consortium universities were charging different fees to EU students. From the 2009-11 edition, this will be rectified and different fees at partner universities will be substituted by a common fee as requested by the Executive Agency.

#### 11.4.2 Adequacy of the financial support

Financial support received by the consortium is seen as insufficient in relation to the programme objectives for running of a consortium with eight partners. Due to the centralisation of administrative procedures at the coordinating institution, it has been agreed by the consortium that the University of Granada will receive €700 of the tuition fees of each Third Country student (enrolled for GEMMA at any consortium university) for the expenses of the programme's technical coordination (the employment of one technical support staff). It appears that institutional funding in addition to the extra amount given by partner institutions per student to the coordinating institution cover all management and administration costs of the whole masters course.

The meetings of the GEMMA Steering Committee are financed by the Consortium flat rate grant. The large number of consortium members makes it difficult to organise more frequent face-to-face meetings because of budgetary restrictions. This problem is partially solved by means of organising meetings coinciding with other events such as the ATHENA network meetings, since all partners are part of the network except for the University of Hull.

During the first and second edition of the course, the GEMMA programme has been awarded a number of grants from governmental institutions for the development of the programme (from the

<sup>47</sup> EACEA's letter of acceptance of the 2008 Progress Report.



Spanish Ministry of Education, the Spanish Women's Institute and the newly created Spanish Ministry of Equality). These grants have made possible the invitation of renowned professors from other institutions to teach in the course, as well as to finance more technical support staff at the coordinating institution.

Moreover, European students in GEMMA have received a number of EU/regional/national scholarships for their mobility period. Seven students of the University of Granada have received the prestigious TALENTIA<sup>48</sup> grant of the regional Andalusian government for their mobility period in Bologna, Granada and CEU, since these partner universities are considered top high-quality European academic institutions by the Andalusian authorities. The rest of European students in Granada and Oviedo are able to receive a mobility grant from the Spanish Ministry of Education. Moreover, EU students across the consortium are also entitled to the Socrates-Erasmus grant.

Regarding the sustainability of the course, the general view among consortium members appear to be that the course would be viable in the long run without EU institutional funding (the current €15,000 grant is already seen as inadequate and insufficient for such a big consortium). However, scholarships for attracting Third Country students are required to guarantee the sustainability of GEMMA and a high number of applicants. Some concerns were also raised regarding the dependence of the course on current funding (mainly to attract Third Country students) as potential students could be dis-incentivised if they do not receive their scholarship.

The main coordinator of the GEMMA programme in Granada emphasized the fact that such a big consortium is not sustainable and she is aiming to reduce its size in the future, with only universities with the strongest economic potential being part of the consortium. So far, the consortium has been receiving external funds (mainly from the Spanish and Andalusian government) which have helped in the implementation of the GEMMA programme.

## 11.5 Added value and perceived relevance of Erasmus Mundus

### 11.5.1 "Added value"

- ***What has the EMMC brought the universities involved that they would not have been available to achieve / obtain without it?***

Erasmus Mundus has brought the creation of new units of management and administration (at the coordinating institution) and it has actually served to advance the European Space of Higher Education (i.e. the Spanish government has passed new legislation regarding postgraduate studies and joint degrees as a consequence of the experience of Spanish universities in the EM Programme).

The Erasmus Mundus brand and the scholarships involved have allowed the consortium to attract nationals from Third Countries previously unrepresented in the constituent departments. The

<sup>48</sup> Scholarship programme financed by the Andalusian government for EU students to participate in mobility periods at excellent EU universities. More info at <http://www.juntadeandalucia.es/innovacioncienciayempresa/talentia/index.jsp>

presence of Third Country students/scholars has also created a 'unique scientific environment', in which nationalities, race, genders and viewpoints intersect, and this has conducted to a creative brainstorming and fruitful discussions undertaken on course meetings and classes.

Apart from that, Erasmus Mundus has served as a channel to put into practice the international objectives set by consortium universities, namely the increase in numbers of Third Country students, the increase in mobility options for teachers and students as well as the strengthening of cooperation among EU institutions and between European and Third Country universities in:

- Future potential collaborative research;
- The institutionalisation of the already existent thematic networks: Although consortium institutions were already participating in some thematic and research networks such ATHENA, Erasmus Mundus allows them to 'institutionalise' their expertise with the creation of the GEMMA programme. The Programme also permits to build up new structured cooperation with Third Country institutions.

- ***What has the EMMC offered students and scholars and to what extent has the EMMC provided something that they could not have achieved elsewhere / on another course?***

The programme has permitted scholars from Third Countries to spend a mobility period in Europe and to interact with EU students and teaching staff. Moreover, some scholars also had the opportunity to be in more than one consortium institution, enriching even more their stay in Europe. Research possibilities and exchange of academic staff originated by the interaction of Action 1 and Action 3 universities would have been rather difficult without the programme.

Erasmus Mundus has changed teaching methodologies, with teachers and students benefiting from experiences of students and scholars from many different cultures of knowledge. Teachers and scholars appear to have gained more flexibility and more understanding in regards different personal and academic backgrounds as well as diversity issues. The programme has also created a challenge and a positive reinforcement for professors, an extra motivation linked to new, very motivated and mature students.

Moreover, students have had the opportunity to participate in a unique masters course bringing together all the expertise of EU postgraduate studies taught at consortium universities. This involves different perspectives from seven different European countries. Both the mobility period and the large pool of universities involved (with specialised modules and expertise) allow students to select their field of specialisation with an 'à-la-carte' programme tailored to their needs

Both students and scholars are aware of the significant grants they are receiving. However, the vast majority of grantees consider this funding as a pre-requisite to be able to come to study or teach in Europe. Without the scholarship, their participation in the programme would not have been possible due to high fees and living costs in Europe and the fact they come from low income countries.

- ***What has the EMMC / Action 3 partnership combination offered the third country institutions involved?***

Third Country institutions have benefited in the following ways:

1. The participation in EM is seen as a learning experience on the creation and management of a consortium;
2. It helps to attract potential PhD students from Europe (after the completion of their Action 3 mobility period) and benefit from their input when they are based in the Third Country institution;
3. It increases mobility for scholars of the Action 3 institution as mobility periods in Europe would be very costly without EU funding<sup>49</sup>;
4. It institutionalises research and collaboration channels with European universities while spreading research and literature topics from the Action 3 institution to European universities, facilitating the exchange of knowledge and practices.

#### 11.5.2 "Relevance"

- ***Has the programme overall allowed the institutions concerned to a) improve / expand the quality of their offer and b) attract additional talented students and scholars (based on findings above)***

Erasmus Mundus is seen as a very good instrument to expand the quality of offer at consortium universities. The consortium has brought together eight EU institutions representing seven different countries and cultures across Europe, being representative of the wide span of European feminism (Northern, Southern, Eastern, Western and Central Europe). It collects the best offer of courses at the partner institutions, all of them being complementary to each other. Therefore, it can be considered *the masters in Women's and Gender Studies in Europe*. All consortium universities have increased excellence in their offer by involving all other partners.

Students have been attracted by the wide choice of mobility and partner institutions (for the 3rd semester) and the large variety of course modules available at the universities involved, which allow them to choose their desired career path and specialisation. Although the number of applications received by each partner may vary (with Granada, Hull and Utrecht attracting more students than the other partners), all partner institutions have been able to attract a bigger pool of non-European students and increase the number of applications from parts of the world from which they did not receive applicants. Moreover, it is worth noting that GEMMA also allowed the universities involved to attract talented EU students. As explained by the main coordinator and staff from the University of Granada Postgraduate School, both Third Country students' application numbers and EU students' application numbers are higher compared to other 'typical' masters programmes<sup>50</sup>. The higher number of applications received compared to 'typical' courses ensures that there are more high quality candidates in comparison with other courses.

GEMMA has been able to attract highly qualified scholars. The first selected scholar in 2009 obtained an assessment score of 98.5 out of 100. Scholars who have already participated in the

<sup>49</sup> In the case of GEMMA, some Action 2 scholars were also Action 3 coordinators from a non-European university.

<sup>50</sup> Concerning Third Country applicants, this has been corroborated by the ECOTEC online survey to coordinators and partners.

programme normally have a long experience in teaching and research and a consistent track record in publications and papers. Moreover, due to additional funding obtained from Spanish authorities by the coordinating institution, the consortium has been able to invite renowned scholars from outside Europe to give some lectures to GEMMA students.

- ***To what extent has this allowed the institutions concerned to address what they perceived as their real needs?***

The consortium members have internally benefited from 'added value' by institutionalising their long-standing collaboration and collective expertise at European level in postgraduate training in Women's and Gender studies and platforms such as the ATHENA network. This is seen as a joint venture that contributes towards the construction of the European identity and the European Space of Higher Education, by integrating institutions from the North, South, East, West and Centre of Europe). The consortium institutions perceive the GEMMA programme as a pilot experience to allow them to advance towards Bologna principles. This is in line with the key international strategy objectives at partner institutions, which also include the increase of mobility for students and scholars and the attraction of new (and talented) students. Erasmus Mundus Actions 2 and 3 are the tools to achieve these objectives and, at the same time, increase the visibility and prestige of the participating institutions.

In conclusion, the Erasmus Mundus programme generates benefits for all parties involved. Excellent students and scholars, with the support of Action 2 grants, are able to come and study/teach in Europe. Their interaction and their contribution to the course generates a 'unique scientific environment' for the exchange of practices, knowledge, methodologies, research findings... which represents an added-value learning experience for all involved. On the other hand, universities are able to increase the number of talented Third Country students/scholars they receive while, at the same time, advancing towards the implementation of Bologna principles and build up on existent and new research collaborative networks with EU and Third Country institutions